



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11701421
SAU: Waterville Public Schools
School: Waterville Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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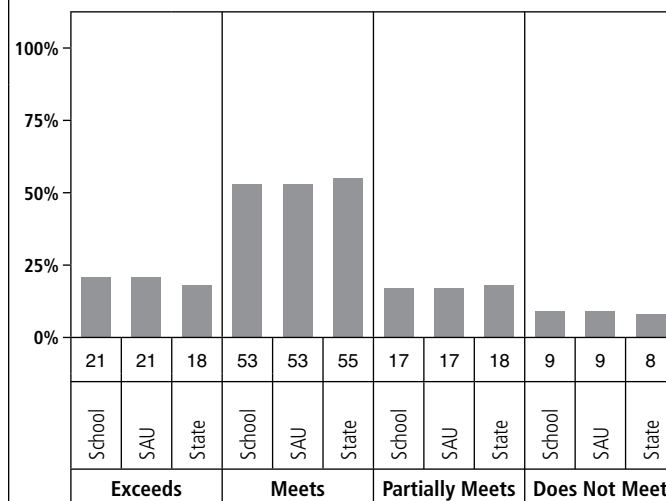
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Waterville Public Schools
School: Waterville Junior High School

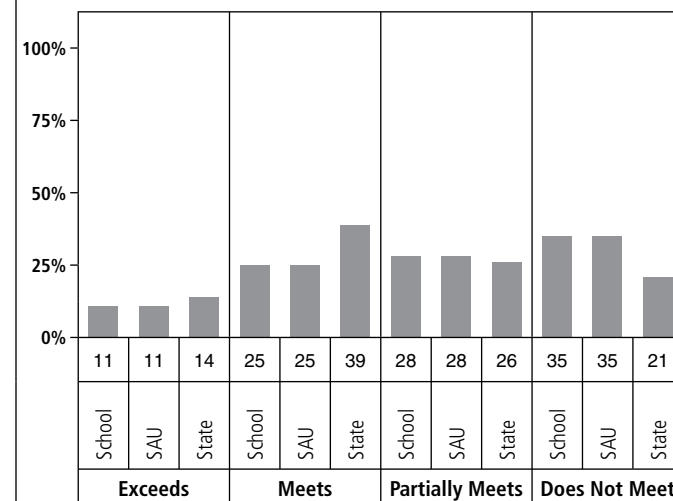
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	743	743	745
2006–2007	749	749	748
2007–2008	751	751	750
Cum. Avg. *	748	748	748
Mathematics			
2005–2006	737	737	740
2006–2007	740	740	742
2007–2008	737	737	743
Cum. Avg. *	738	738	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Waterville Public Schools
 School: Waterville Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	146	100	146	100	14818	100	144	99	144	99	14698	99	144	99	144	99	14694	99												
Ethnicity African American/Black	3	2	3	2	381	3	3	100	3	100	372	98	3	100	3	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	1	1	1	1	178	1	1	100	1	100	176	99	1	100	1	100	177	100												
Caucasian/White	141	97	141	97	13927	94	139	99	139	99	13825	99	139	99	139	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	35	24	35	24	2556	17	34	97	34	97	2508	99	34	97	34	97	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	75	51	75	51	5461	37	73	97	73	97	5408	99	73	97	73	97	5406	99												
Migrant	1	1	1	1	1	0	1	100	1	100	1	100	1	100	1	100	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	108	74	108	74	12195	82	108	74	108	74	12215	82												
Identified disability (PET/IEP)	1	1	1	1	418	3	1	1	1	1	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	1	1	1	1	181	1	1	1	1	1	182	1												
Participation with accommodations	33	23	33	23	2320	16	33	23	33	23	2303	16												
Identified disability (PET/IEP)	30	91	30	91	1912	82	30	91	30	91	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	2	6	2	6	56	2	2	6	2	6	55	2												
Other	2	6	2	6	244	11	2	6	2	6	226	10												
Participation through alternate assessment (PAAP)	3	2	3	2	178	1	3	2	3	2	176	1												
Identified disability (PET/IEP)	3	100	3	100	178	100	3	100	3	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	2	1	2	1	93	1	2	1	2	1	96	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Waterville Public Schools
School:	Waterville Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	8	6	8	6	1769	11
	2006-2007	25	19	25	19	2630	18
	2007-2008	29	21	29	21	2604	18
	Cum. Total*	62	15	62	15	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	68	52	68	51	7521	49
	2006-2007	70	53	70	53	7605	51
	2007-2008	75	53	75	53	8049	55
	Cum. Total*	213	53	213	52	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	34	26	35	26	3773	24
	2006-2007	22	17	22	17	3000	20
	2007-2008	24	17	24	17	2672	18
	Cum. Total*	80	20	81	20	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	22	17	22	17	2399	16
	2006-2007	15	11	15	11	1620	11
	2007-2008	13	9	13	9	1190	8
	Cum. Total*	50	12	50	12	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.9	64.1	35.9	64.1	35.3	63.0
Literary Text	28	50	17.7	63.2	17.7	63.2	17.3	61.8
Informational Text	28	50	18.2	65.0	18.2	65.0	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Waterville Public Schools
 School: Waterville Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	141	29	21	75	53	24	17	13	9	751	141	21	53	17	9	751	14515	18	55	18	8	750
Ethnicity																						
African American/Black	3										3						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	1										1						173	12	54	18	15	746
Caucasian/White	136	29	21	74	54	22	16	11	8	751	136	21	54	16	8	751	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	31	1	3	13	42	7	23	10	32	739	31	3	42	23	32	739	2330	2	30	36	32	735
No	110	28	25	62	56	17	15	3	3	754	110	25	56	15	3	754	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	141	29	21	75	53	24	17	13	9	751	141	21	53	17	9	751	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	71	4	6	37	52	17	24	13	18	743	71	6	52	24	18	743	5299	9	51	26	14	745
No	70	25	36	38	54	7	10	0	0	759	70	36	54	10	0	759	9216	23	58	14	5	753
Migrant																						
Yes	1										1						1					
No	140	29	21	75	54	24	17	12	9	751	140	21	54	17	9	751	14514	18	55	18	8	750
Gender																						
Female	68	19	28	37	54	7	10	5	7	754	68	28	54	10	7	754	7084	24	55	15	6	752
Male	73	10	14	38	52	17	23	8	11	748	73	14	52	23	11	748	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	6	47	34	12	743
No	141	29	21	75	53	24	17	13	9	751	141	21	53	17	9	751	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	141	29	21	75	53	24	17	13	9	751	141	21	53	17	9	751	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Waterville Public Schools
 School: Waterville Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State													
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%			%	%	%	%	%	%	%	%	
How much homework do you do on school nights?																														
A. none	6	1	11	5	56	1	11	2	22	747	6	11	56	11	22	747	6	9	42	24	25	741								
B. less than one hour	61	22	26	42	49	14	16	7	8	752	61	26	49	16	8	752	50	17	56	19	8	750								
C. one to two hours	28	4	10	24	62	8	21	3	8	751	28	10	62	21	8	751	40	20	58	16	6	752								
D. more than two hours	5	2	29	3	43	1	14	1	14	750	5	29	43	14	14	750	4	19	49	21	11	749								
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																														
A. The questions on the test match what I have learned in reading class.	37	12	23	25	48	11	21	4	8	752	37	23	48	21	8	752	36	24	58	14	5	753								
B. They match some of what I have learned.	43	11	18	36	60	9	15	4	7	751	43	18	60	15	7	751	50	16	58	19	8	749								
C. They match just a little of what I have learned.	14	6	30	8	40	2	10	4	20	750	14	30	40	10	20	750	11	13	45	26	16	745								
D. There is no match.	6	0	0	5	63	2	25	1	13	746	6	0	63	25	13	746	3	4	35	29	31	737								
Which of the following best describes how you rate yourself as a student in reading?																														
A. very good	39	22	40	23	42	6	11	4	7	757	39	40	42	11	7	757	28	35	52	9	5	756								
B. good	45	6	10	41	65	13	21	3	5	749	45	10	65	21	5	749	52	15	60	18	7	750								
C. fair	15	1	5	10	48	5	24	5	24	741	15	5	48	24	24	741	18	3	49	33	15	742								
D. poor	1	0	0	0	0	0	0	1	100	724	1	0	0	0	100	724	2	2	41	28	29	738								
How difficult was the reading part of this test?																														
A. harder than my regular schoolwork	16	4	17	13	57	6	26	0	0	753	16	17	57	26	0	753	16	13	48	23	16	745								
B. about the same as my regular schoolwork	64	21	24	42	47	16	18	10	11	750	64	24	47	18	11	750	65	18	57	18	7	750								
C. easier than my regular schoolwork	20	4	14	19	68	2	7	3	11	751	20	14	68	7	11	751	19	21	57	16	6	752								
How difficult were the reading passages on this test?																														
A. Most of the passages were more difficult than what I normally read.	9	1	8	4	31	3	23	5	38	739	9	8	31	23	38	739	9	5	38	29	28	738								
B. Most of the passages were about the same as what I normally read.	51	6	8	41	58	18	25	6	8	747	51	8	58	25	8	747	55	14	57	22	7	748								
C. Most of the passages were easier than what I normally read.	40	22	39	29	52	3	5	2	4	759	40	39	52	5	4	759	36	28	58	10	4	755								
How hard did you try on the reading part of this test?																														
A. I tried harder on this test than I do on my regular schoolwork.	41	6	11	34	61	11	20	5	9	748	41	11	61	20	9	748	44	18	56	18	8	750								
B. I tried about the same as I do on my regular schoolwork.	55	21	28	36	48	12	16	6	8	754	55	28	48	16	8	754	51	19	56	17	7	751								
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	33	3	50	0	0	1	17	755	4	33	50	0	17	755	5	9	46	26	19	743								
How much time do you spend reading at home each day?																														
A. more than one hour	24	9	27	17	52	2	6	5	15	754	24	27	52	6	15	754	17	25	57	13	6	753								
B. 20 minutes to an hour	38	16	30	30	57	6	11	1	2	755	38	30	57	11	2	755	45	22	56	16	6	752								
C. less than 20 minutes	9	2	15	5	38	3	23	3	23	745	9	15	38	23	23	745	13	14	56	21	9	748								
D. I rarely read at home.	29	2	5	22	54	13	32	4	10	745	29	5	54	32	10	745	24	8	53	26	13	745								
Optional school/SAU question																														
A.	11	0	0	0	0	1	100	0	0	734	11	0	0	100	0	734														
B.	56	1	20	2	40	1	20	1	20	748	56	20	40	20	20	748														
C.	22	0	0	1	50	0	0	1	50	744	22	0	50	0	50	744														
D.	11	0	0	1	100	0	0	0	0	746	11	0	100	0	0	746														

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Waterville Public Schools
School: Waterville Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	10	7	10	7	1646	11
	2006-2007	16	12	16	12	2142	14
	2007-2008	16	11	16	11	2028	14
	Cum. Total*	42	10	42	10	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	43	32	43	32	5497	36
	2006-2007	45	34	45	34	5642	38
	2007-2008	35	25	35	25	5703	39
	Cum. Total*	123	30	123	30	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	40	30	40	30	4514	29
	2006-2007	36	27	36	27	4077	27
	2007-2008	40	28	40	28	3733	26
	Cum. Total*	116	29	116	29	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	41	31	42	31	3797	25
	2006-2007	34	26	34	26	3001	20
	2007-2008	50	35	50	35	3054	21
	Cum. Total*	125	31	126	31	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.0	50.0	8.0	50.0	8.8	55.0
Cluster 2: Shape and Size	14	25	5.1	36.4	5.1	36.4	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.8	35.0	2.8	35.0	3.5	43.8
Cluster 4: Patterns	18	32	6.3	35.0	6.3	35.0	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Waterville Public Schools
 School: Waterville Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	141	16	11	35	25	40	28	50	35	737	141	11	25	28	35	737	14518	14	39	26	21	743
Ethnicity																						
African American/Black	3										3						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	1										1						175	9	32	30	29	737
Caucasian/White	136	16	12	34	25	39	29	47	35	737	136	12	25	29	35	737	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	31	0	0	3	10	7	23	21	68	724	31	0	10	23	68	724	2321	2	16	26	55	727
No	110	16	15	32	29	33	30	29	26	740	110	15	29	30	26	740	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	141	16	11	35	25	40	28	50	35	737	141	11	25	28	35	737	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	71	0	0	11	15	24	34	36	51	728	71	0	15	34	51	728	5301	5	31	31	33	736
No	70	16	23	24	34	16	23	14	20	746	70	23	34	23	20	746	9217	19	44	23	14	747
Migrant																						
Yes	1										1						1					
No	140	16	11	35	25	40	29	49	35	737	140	11	25	29	35	737	14517	14	39	26	21	743
Gender																						
Female	68	10	15	21	31	17	25	20	29	739	68	15	31	25	29	739	7086	14	40	26	20	743
Male	73	6	8	14	19	23	32	30	41	735	73	8	19	32	41	735	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						946	4	23	36	37	733
No	141	16	11	35	25	40	28	50	35	737	141	11	25	28	35	737	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	141	16	11	35	25	40	28	50	35	737	141	11	25	28	35	737	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Waterville Public Schools
School: Waterville Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	1	11	2	22	3	33	3	33	737	6	11	22	33	33	737	6	7	29	26	37	734
B. less than one hour	61	12	14	21	25	19	22	33	39	737	61	14	25	22	39	737	50	13	39	26	22	742
C. one to two hours	28	2	5	9	23	16	41	12	31	736	28	5	23	41	31	736	40	15	42	26	17	744
D. more than two hours	5	1	14	2	29	2	29	2	29	735	5	14	29	29	29	735	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	16	2	9	3	13	5	22	13	57	732	16	9	13	22	57	732	32	21	40	23	16	747
B. They match some of what I have learned.	51	13	18	17	24	20	28	22	31	741	51	18	24	28	31	741	50	12	42	27	19	743
C. They match just a little of what I have learned.	24	1	3	11	32	12	35	10	29	734	24	3	32	35	29	734	15	7	32	31	30	737
D. There is no match.	8	0	0	3	27	3	27	5	45	729	8	0	27	27	45	729	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	11	31	9	26	5	14	10	29	748	25	31	26	14	29	748	25	34	42	13	11	753
B. good	41	4	7	15	26	19	33	19	33	736	41	7	26	33	33	736	47	10	45	27	18	743
C. fair	32	1	2	8	18	16	36	20	44	728	32	2	18	36	44	728	23	3	30	36	32	735
D. poor	2	0	0	2	67	0	0	1	33	734	2	0	67	0	33	734	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	42	3	5	20	34	20	34	15	26	738	42	5	34	34	26	738	36	6	38	29	27	738
B. about the same as my regular schoolwork	47	8	13	10	16	17	27	29	45	734	47	13	16	27	45	734	53	13	42	27	18	744
C. easier than my regular schoolwork	11	4	27	4	27	3	20	4	27	745	11	27	27	20	27	745	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	5	9	10	18	19	34	22	39	734	42	9	18	34	39	734	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	51	10	15	20	29	17	25	21	31	740	51	15	29	25	31	740	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	10	2	20	3	30	4	40	734	7	10	20	30	40	734	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	1	20	1	20	3	60	734	4	0	20	20	60	734	9	15	37	25	23	742
B. two or three days a week	8	0	0	1	9	2	18	8	73	727	8	0	9	18	73	727	20	13	41	26	20	743
C. two or three times each month	37	5	10	10	20	17	33	19	37	735	37	10	20	33	37	735	30	15	40	27	18	744
D. never or almost never	52	11	15	21	29	20	28	20	28	739	52	15	29	28	28	739	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	14	1	5	5	25	7	35	7	35	734	14	5	25	35	35	734	20	17	39	23	22	744
B. two or three days a week	45	8	13	14	22	19	30	22	35	737	45	13	22	30	35	737	29	16	40	25	19	744
C. two or three times a month	30	5	12	11	26	11	26	15	36	738	30	12	26	26	36	738	26	13	40	28	20	743
D. never or almost never	11	2	13	4	27	3	20	6	40	735	11	13	27	20	40	735	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	1	6	3	17	6	33	8	44	731	13	6	17	33	44	731	8	7	32	26	35	736
B. 30–45 minutes	63	12	14	19	22	25	29	30	35	738	63	14	22	29	35	738	41	12	38	27	23	741
C. 45–60 minutes	20	3	11	11	39	7	25	7	25	741	20	11	39	25	25	741	41	17	42	24	16	745
D. more than 60 minutes	4	0	0	1	20	1	20	3	60	730	4	0	20	20	60	730	10	15	38	25	22	743
Optional school/SAU question																						
A.	11	0	0	0	0	0	0	1	100	726	11	0	0	0	100	726						
B.	56	0	0	1	20	3	60	1	20	734	56	0	20	60	20	734						
C.	22	0	0	1	50	1	50	0	0	745	22	0	50	50	0	745						
D.	11	0	0	0	0	1	100	0	0	738	11	0	0	100	0	738						